

Cambridge IGCSE™

FIRST LANGUAGE SETSWANA**0698/02**

Paper 2 Literature

October/November 2025

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **8** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

















Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point (Correct/Credit for content point or good language)
	Incorrect point
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)
	Irrelevant
	Contradiction
	Relevant detail
	Development of point or idea
	Evaluation
	Expansion of a point
	Repetition
	Use to show that blank pages have been seen and any creditworthy material has been awarded
	Key point attempted
	Misread
	Lengthy Narrative

Annotation	Meaning
NOM	No opinion mentioned
NUT	No use of text
XV	Inappropriate use of vocabulary from another language
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

Setswana-specific marking guidance

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in band (e.g. 7–8):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

If there are three marks in band (e.g. 10–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark

Assessment objectives

Writing

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context.

Literature

L1 Demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text.

L2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.

L3 Recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects.

L4 Communicate an informed personal response to literary texts.

Table A Content, Question 1 and Question 2

Level	Marks	Description
5	13–15	<ul style="list-style-type: none"> • Shows a clear understanding of the text and its deeper implications. (L2) • Supports with careful and detailed relevant reference to the text. (L1) • Makes a developed response to the way the writer achieves effects. (L3) • Makes a well-developed personal response. (L4)
4	10–12	<ul style="list-style-type: none"> • Shows understanding of the text and some awareness of its deeper implications. (L2) • Uses mainly relevant supporting evidence from the text. (L1) • Makes some response to the way the writer uses language. (L3) • Makes a reasonably developed personal response. (L4)
3	7–9	<ul style="list-style-type: none"> • Shows some understanding of meaning of the text. (L2) • Uses some supporting textual reference. (L1) • Makes straightforward comments about the language of the text. (L3) • Begins to develop a personal response. (L4)
2	4–6	<ul style="list-style-type: none"> • Shows a basic understanding of surface meaning of the text. (L1) • Makes a little reference to the text. (L2) • Shows a basic awareness of language. (L3) • Attempts to communicate a basic personal response. (L4)
1	1–3	<ul style="list-style-type: none"> • Shows little or no understanding of surface/literal meaning of the text. (L2) • Makes little or no reference to the text. (L2) • Shows little or no awareness of language. (L3) • Shows little evidence of a personal response. (L4)
0	0	No creditable response.

Table B Language and structure, Question 1 and 2

Level	Marks	Description
5	5	<ul style="list-style-type: none"> Well-structured and coherent. Ideas and arguments clearly linked throughout. (W2) Clear, carefully chosen language with complex sentence structures where appropriate. (W3)
4	4	<ul style="list-style-type: none"> Clear, logical structure. Attempts to focus and group ideas; good linkage. (W2) Clear, appropriate language with some complex language (W3)
3	3	<ul style="list-style-type: none"> Structure reasonably clear, with occasional lapses of focus. (W2) Generally appropriate language and generally simple sentence structures. (W3)
2	2	<ul style="list-style-type: none"> Limited attempt to organise material; not always easy to follow. (W2) Simple language and very simple sentence structures; may be repetitive. (W3)
1	1	<ul style="list-style-type: none"> Little or no attempt to organise material. (W2) Very simple language; repetitive. (W3)
0	0	No creditable response.

Table C Unseen poetry, Question 3

Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> • Shows a clear and critical understanding of the poem. (L2) • Supports with careful and detailed relevant reference to the poem. (L1) • Responds sensitively and in detail to the ways the poet achieves effects. (L3) • Makes a well-developed personal response. (L4)
4	7–8	<ul style="list-style-type: none"> • Shows understanding of the poem and some of its figurative meanings. (L2) • Uses mainly relevant supporting evidence from the poem. (L1) • Makes some response to the ways the poet achieves effects. (L3) • Makes a reasonably developed personal response. (L4)
3	5–6	<ul style="list-style-type: none"> • Shows some understanding of the poem. (L2) • Uses some supporting textual reference. (L1) • Makes straightforward comments about the ways the poet uses language and structure. (L3) • Begins to develop a personal response. (L4)
2	3–4	<ul style="list-style-type: none"> • Shows a basic understanding of surface meaning of the poem. (L2) • Makes a little reference to the poem. (L1) • Shows a basic awareness of language and structure. (L3) • Attempts to communicate a basic personal response. (L4)
1	1–2	<ul style="list-style-type: none"> • Shows little or no understanding of surface/literal meaning of the poem. (L2) • Makes little or no reference to the poem. (L1) • Shows little or no awareness of language and structure. (L3) • Shows little evidence of a personal response. (L4)
0	0	No creditable response